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ABSTRACT

These guidelines by the Indiana Department of Public Instruction are intended to assist administrators and teachers in resolving five issues central to foreign language education. The subject matter of the booklet is arranged according to these five issues as follows: (1) a discussion of who should study foreign lagnauges, and advice for prediction of success based on grade point average and the aptitude battery; (2) the scope and sequence of a foreign language program involving sequential and non-sequential program options in modern languages and Latin, and alternative foreign language course structures; (3) the competencies and characteristics of effective foreign language teachers emphasizing not only language proficiency but minimal competencies in classroom and evaluation practices; (4) the kinds of support and support systems required by foreign language teachers and foreign language programs; and (5) a four-step program evaluation process specifically designed to evaluate foreign language programs. Appendices include a selected list of evaluation checklists and published norm-referenced tests. (AMH)

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Designing Strengthening & Assessing

School Foreign Language Programs

A GUIDELINE FOR ADMINISTRATORS AND TEACHERS

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FL 013 146

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent
September 1981

Preface

The need to develop and strengthen foreign language programs throughout the state of Indiana continues to be a focus of this Department, especially in light of recent developments on the national scene. The President's Commission on Foreign Language and International Studies in its report to the President pointed out, "...that our lack of foreign language competencies diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete..."

This is the first of a series of booklets to help local schools throughout the state to maintain and develop strong foreign language programs. Publications to follow will include such topics as minimal objectives for foreign language programs and courses, strengthening and expanding middle school foreign language programs, and introducing foreign languages in the elementary grades.

A need for better understanding and better communication between all people is essential for a peaceful and prosperous co-existence in today's world. The foreign language education component of the curriculum is one way to help Indiana children function well in an interdependent world.

Acknowledgments

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Table of Contents

Introduction 1

Who Should Study Foreign Languages? 3

What Should be the Scope and Sequence of a Foreign Language Program? 5
- Sequential Program Options in Modern Languages 7
- Sequential Program Options in Latin 9
- Non-Sequential Program Options 9
- Alternative Foreign Language Course Structures 11

What are the Competencies and Characteristics of an Effective Foreign Language Teacher? 13

What Kind of Support and Support Systems Do Foreign Language Teachers and Foreign Language Programs Require? 15

What Criteria Exist for the Evaluation of Foreign Language Programs? 17
- Identification of Program Goals and Objectives 17
- Identification of Program Elements 17
- Evaluation of Program Elements 18
- Comparing Evaluation Results With Desired Outcomes 22

Notes 23

Appendix A 25

Appendix B 27

Introduction

Nothing less is at issue than the nation's security. At a time when the resurgent forces of nationalism and of ethnic and linguistic consciousness so directly affect global realities, the United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential adversaries, and earn the trust and the sympathies of the uncommitted. Yet, there is a widening gap between these needs and the American competence to understand and deal successfully with other peoples in a world of flux.

(From: *Strength Through Wisdom*, A Report to the President from the President's Commission on Foreign Language and International Studies, November 1979.)

This booklet has been designed by the Indiana Department of Public Instruction to assist administrators and teachers in resolving five issues central to foreign language education:

1. Who should study foreign language?
2. What should be the scope and sequence of a foreign language program?
3. What are the competencies and characteristics of an effective foreign language teacher?
4. What kind of support and support systems do foreign language teachers and foreign language programs require?
5. What criteria exist for the evaluation of foreign language programs?

Any school's or any system's foreign language program reflects the resolution that the local community has made of these issues. Guidelines and resources to be used in addressing these issues have been grouped in this publication under the questions cited above.

Who Should Study Foreign Languages?

Every educable student can benefit from the broadening and enriching contributions that foreign language offers in the acquisition of a general education. There are also some practical aspects to foreign language study which are compelling because of the history of the times in which we are living. The concern that too few citizens have competence in languages other than English reached national attention in 1978 when the President appointed a commission to study the problem. The work of this commission resulted in a report which pointed out that "Americans' scandalous incompetence in foreign languages. . .explains our dangerously inadequate understanding of world affairs."[1]

The nation's security is one issue which the Commission addressed as can be seen in the quote from its report which opens this document. In addition, the Commission also was concerned with the myth that English is the *lingua franca* of today. "The fact remains," it said, "that the overwhelming majority of the world's population neither understands nor speaks English; and for most of those who learn English as a foreign language, it remains precisely that. Our vital interests are impaired by the fatuous notion that our competence in other languages is irrelevant. Indeed, it is precisely because of this nation's responsibilities and opportunities as a major power and as a symbol of ideas to which many of the world's people aspire that foreign languages, as a key to unlock the mysteries of other customs and cultures, can no longer be viewed as an educational or civic luxury."[2]

If the study of foreign languages is not to be viewed as an "educational luxury," it should never be limited to the "upper 25 percent" of the student body or to those who are going to college, but every student should have the opportunity to acquire foreign language skills during and within the educational process. Just as individuals learn their native language to the level of proficiency that their capabilities and opportunities allow, most students learn a foreign language to the proficiency that their capabilities and opportunities allow.

Many school systems have their own way of predicting aptitude for language study and for placement of students into language classes; often these procedures prove to be unreliable in predicting students' success. In a landmark study it was found that the usual devices for prediction had the following correlation with foreign language grades:[3]

Predictor	Correlation With Foreign Language Grades
IQ	r = .46
English grades	r = .57
Grade-point average (GPA)	r = .62
Aptitude battery	r = .62
GPA plus aptitude battery	r = .72

It seems from these results that the best possible predictor would be a combination of an aptitude battery and the overall grade-point average of the student. If the aptitude battery is not used, the best means of predicting success would appear to be the overall grade-point average rather than the English average. (See Appendix B for a list of aptitude tests.)

All school subjects still need much more study and information in the areas of prediction and diagnosis, but as far as foreign language study is concerned, the best advice for prediction is to use both the grade-point average and the aptitude battery.

What Should be the Scope and Sequence of a Foreign Language Program?

GENERAL CHARACTERISTICS

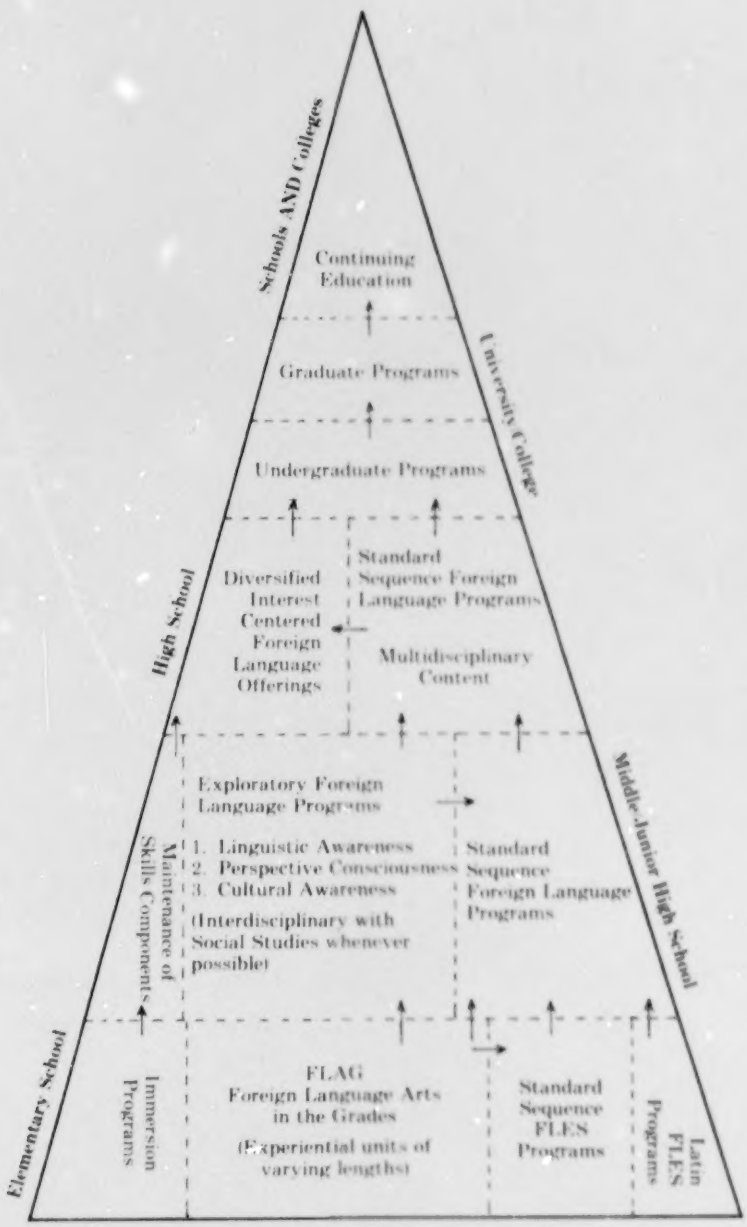
Foreign language educators today generally consider the following four basic characteristics as essential to a good foreign language program:

1. Programs should include a variety of teaching techniques and learning experiences to meet a variety of student needs and interests.
2. Learning and testing materials should be multi-sensory involving films, filmstrips, games, recordings, and role-playing activities in addition to textbook and workbook materials.
3. Throughout the sequence the foreign language should be used increasingly as a medium of instruction and interaction in class.
4. All levels should focus on the diversity of interests among students with the student taking greater responsibility for learning as he or she progresses through the program sequence.

A PROGRAM MODEL

Below is a program model designed as a pyramid which illustrates how programs can provide both diversity and continuity and can be offered to students at any age in various languages.[4]

FOREIGN LANGUAGE PROGRAM MODEL



The major components of this model are described under the following headings: (1) Sequential program options in modern languages, (2) Sequential program options in Latin, (3) Non-sequential program options, and (4) Alternative foreign language course structures.

1. Sequential Program Options in Modern Languages

Foreign language instruction, especially in the modern foreign languages, is defined as a sequence of levels: levels one and two constituting beginning foreign language; level three, intermediate; and levels four and beyond, advanced language studies. A level, as defined in practice, is usually the equivalent of one year's instruction in grades 9 through 12. Because a foreign language level is not tied to the student's grade level, varying sequence patterns are possible, depending upon the grade in which foreign language study is initiated.

Foreign Language Level	Grade(s)					
I	4-6	7-8	9	10	11	12
II	7-8	9	10	11	12	
III	9	10	11	12		
IV	10	11	12			
V	11	12				
VI	12					

Although grades K-3 are not included in the scheme above, schools who wish to implement a standard FLES (Foreign Language in the Elementary School) sequence can do so by initiating instruction at the kindergarten level or grades 1-2. The standard FLES program is designed to permit a long sequence of language instruction to be carried out from grades K-12. In the primary grades (K-3) daily instruction in the language of no more than 15-20 minutes is recommended with the emphasis on developing speaking and listening skills. If a standard FLES sequence is implemented at one of the primary grades, some adjustments may need to be made in the levels of instruction, especially in grades 4-6.

The nature of foreign language learning is such that students cannot "cram" for a language course as they can for some other subject matter areas; for this reason students should be made aware of the learning objectives for each level and the learning activities should be designed to achieve mastery of these objectives as an ongoing part of the instructional process.

Level I (French, German, Russian and Spanish)

Instruction at this level introduces students to the pronunciation and intonation patterns and the basic grammatical structures of the language in beginning to develop elementary listening, speaking, reading, and writing skills. The lexicon at this stage is carefully selected minimal vocabulary for active use. While the early stages of Level I are devoted to "skill-getting" activities, i.e., phonetic and grammatical drills and exercises, there should be increased "skill-using" activities to develop the student's communication skills, including:

1. Listening comprehension exercises of increasing difficulty;
2. Guided and structured oral communication tasks in phonetically acceptable language;
3. Reading graded and glossed materials; and
4. Writing correctly the language which can be produced orally.

Cultural learnings, presenting the "life-way" of the society, should be an integral part of all language learnings. The topics most commonly included in this level are geography, greetings and social amenities, the school and the classroom, the family, foods and meals, telling time, shopping, the monetary system, and work and leisure activities.

Level II (French, German, Russian and Spanish)

Instruction at this level opens with a systematic review of the Level I work. While the emphases in Level I are on phonology, basic grammar, and the listening and speaking skills, Level II concentrates on the

mastery of syntax, expansion of vocabulary, and the reading and writing skills. Instruction should provide for the students' increased ability to:

1. Listen to and acquire information;
2. Express themselves more freely and with greater linguistic sophistication and fluency in discussions, simulations, role-playing situations and conversations;
3. Read, comprehend and discuss edited expository materials; and
4. Write synopses, short compositions and letters with accuracy and appropriate idiomatic expression.

The cultural studies integrated with the language studies at this level include more "life-way" study, such as the history, government and civilization of the people who speak the language.

Because Levels I and II are so closely related, a textbook series should be adopted to avoid confusing the student with changed teaching approaches, widely variant vocabularies, and broadly differing topics.

Level III (French, German, Russian and Spanish)

Instruction at this level is designed to provide the student with greater facility in all the language skills. In speaking and writing the student should be given the opportunity to express original ideas, expanding his or her vocabulary through individual interests as well as through basal materials. The reading materials should consist of expository prose, including cultural studies aimed at providing an understanding of the major developmental trends in such areas as history, literature, art, music, and the modern societies of the countries speaking the language. At this level it is expected that most of the class work will be in the language.

Level IV (French, German, Russian and Spanish)

Instruction at this level has two basic aims:

1. Providing the student with a broad survey of the literature of the country or countries speaking the language through selected readings from major authors; and/or
2. Giving the student opportunities to study a variety of contemporary topics in newspapers, magazines and current publications.

Students should be given varied experiences in refining their communication skills via listening, speaking, reading and writing activities. Advanced Placement courses should also be considered at this level.

Levels V and VI (French, German, Russian and Spanish)

If the sequence of foreign language instruction has been started early enough (grade 4 or 7) to allow Level V or both Levels V and VI to be offered, these courses should be designed to allow the student to pursue special topics in areas such as literature, culture, and/or language skills development. These courses can be designed using a variety of formats and content. Also, the possibility of providing Advanced Placement courses for the upper levels in which high school students can earn college credit should be pursued. Information on Advanced Placement can be obtained from: Advanced Placement College Board Publication Orders, Box 2815, Princeton, New Jersey 08541. A more thorough discussion of the content and design of upper level courses can be found in the section entitled Alternative Foreign Language Course Structures.

Immersion Programs — (K-6)

Immersion programs are designed to produce fully bilingual students. Kindergarten pupils begin their school experience with instruction almost entirely in the second language. The second language is the language of all classroom communications and subject-content instruction. The pupils are first taught to read the second language with English reading instruction beginning in grade 2. As the pupil progresses from kindergarten through the elementary grades, the amount of classroom instruction in English is gradually increased until in grade 5 instruction is equally divided between English and the second language. In the immersion program the focus is on meaning and message — communication; the second language is a means to an end rather than an end in itself.

2. Sequential Program Options in Latin

Level I

Instruction at this level begins with explanatory and drill activities on pronunciation, syllabification and accent. The basic purpose of instruction at this level is to provide the student with a background in the fundamentals of grammar, especially:

1. the inflection and uses of nouns, pronouns and adjectives;
2. the formation and use of adverbs;
3. the conjugation of the six tenses, active and passive, in the indicative and imperative moods;
4. the comparison of adjectives and adverbs;
5. cardinal and ordinal numbers; and
6. the formation and use of infinitives and participles in such functions as the ablative absolute and indirect statement.

The drill activities should extend to complete sentences and manipulative Latin-to-Latin exercises rather than being confined to isolated forms or the listing of forms. Since the emphasis in learning Latin is on learning to read the language, there should be maximal experience in reading graded materials and progressing from simple "made" Latin narratives to edited "real" Latin readings. These readings should reflect Roman "life-ways" and culture rather than contemporary American life. The acquisition of a basic Latin vocabulary should be integrated with derivative exercises involving meaning, word building, and the use of derivatives in meaningful contexts.

Level II

Instruction at this level opens with a systematic review of the work of Level I. While the work in Level I is concerned with basic grammar forms, Level II is concerned with Latin syntax, including:

1. the formation and use of gerunds and gerundives;
2. the formation and uses of the subjunctive mood;
3. the irregular verbs, especially *fero, fio, volo, nolo,* and *malo*; and
4. the deponent verbs.

The course should be focused on the reading skill, beginning with "made" Latin narratives, ideally connected by a theme or sequence of actions, and moving to at least a full semester's work on edited selections from a Roman author or authors. The cultural component should be focused on Roman civilization and history and Rome's role in the development of western civilization.

Because Levels I and II are so closely related, a textbook series should be adopted to avoid confusing the student with changed teaching approaches, widely variant vocabularies, and broadly divergent foci on subject matter content. Supplementary texts at this level should take the form of readers rather than grammars.

Levels III and IV

Instruction at these levels should provide the student with one of two possibilities:

1. The in-depth study of a single author, such as Cicero, with concentration on the political, architectural, literary, religious and social movements of the period in which the author lived and wrote; or
2. A survey of many excerpted selections from a wide range of Roman authors and including a variety of both prose and poetic styles.

At these levels students should be encouraged to develop their information-acquisition skills through research projects and to pursue individual interests as well as the basic content of the course offering.

3. Non-Sequential Program Options

A. **FLAG (Foreign Language Arts in the Grades):**

Experiential foreign language components of varying lengths are inserted into the elementary core curriculum, often within language arts, to sensitize pupils to language and give them experiences in learning how to think and behave in another culture. The experiential components are designed to enable the elementary learner to:

1. Discuss language-culture comparisons involving such topics as numbers, alphabets, time,

calendars, holidays, weather, language, vocabulary, clothing, shelter, daily work and leisure activities.

2. Use his or her learnings to generalize and discuss:
   a. the ways in which some English words and expressions are related to or derived from the foreign language;
   b. some simple similarities and differences in the grammars of the English and the foreign language; and
   c. some career and life situations in which the knowledge of a foreign language would be of personal value.
3. Demonstrate comprehension of classroom directions and communications, commands, simple narrative statements and questions.
4. Give appropriate oral responses in the foreign language within the parameters of the minimal objectives set for the component.

B. Latin FLES (Foreign Language in Elementary School)

Latin FLES programs have, by and large, been developed as vehicles to accomplish the following objectives:

1. to expand the verbal functioning of elementary school pupils in English with emphasis on the areas of vocabulary and reading;
2. to broaden the cultural horizons of the elementary school child and stimulate interest in the humanities by focusing on classical culture and its influence on the present.

These programs, most of which have been engaged in ongoing testing and evaluation, have proven to be especially effective with those pupils who read below grade level or with those identified as culturally disadvantaged. Although some students may decide to enter the Latin program as a result of this experience, the Latin FLES component should not be considered a FLES program in the conventional sense of being the first level of an extended sequence. Sometimes Latin FLES is offered in grades 5 or 6, sometimes grades 5 and 6, or sometimes grades 4 through 6.

C. Exploratory Foreign Language Offerings

The exploratory foreign language offerings have emerged with the development of the middle school as "readiness" programs for students who have not had the opportunity to experience second-language learning in the lower grades. The following general course objectives are typical:

1. to motivate greater interest in language learning;
2. to master a limited corpus of language material;
3. to improve study techniques, especially those useful in learning a foreign language;
4. to improve reading skills through vocabulary awareness and acquisition;
5. to increase sensitivity to and appreciation of different cultures and to decrease ethnocentrism;
6. to provide a more effective way for students to determine which languages they wish to study; and
7. to develop a foreign language program with greater strength at the beginning level and reduced attrition beyond the first level.

Exploratory courses take four basic forms:

1. A semester or year course divided into as many segments as there are languages offered in the junior high and/or high school. Each language-specific segment is taught independently of the others by a language specialist.
2. A semester or year course divided into as many segments as there are languages offered in the junior high and/or high school with the language-specific segments deliberately structured to provide language-culture contrasts with English and with each other. Each segment is taught by a language specialist.
3. A semester or year offering in which experiences with a variety of languages are provided but not in separate segments. Some courses deliberately avoid the languages offered in sequential programs, focusing on ethnic or community languages.
4. A semester offering in a single language with emphasis on cultural learning experiences and some work on the languages of the world, nonverbal language, signs and symbols, and kinesics.

Exploratory offerings are most commonly offered the year before the so-called "standard" sequence. In some schools they are offered in grade 6, some grade 7; in one system the offering is made in grades 4 through 6. Some schools require the exploratory offering of all students in a grade level.

D. **Conversation Courses**

Some school systems have developed one-semester or one-year, self-contained conversation courses for those students whose abilities, study habits, or personal interests do not extend to a two-year (or more) sequence in all the skills, especially reading and writing.

4. Alternative Foreign Language Course Structures

It sometimes becomes necessary to offer more than one year of foreign language study in a single class period. The "combined" or multi-level classes are necessitated because:

- the numbers enrolling for the levels involved are too small to permit the scheduling of separate classes;
- the foreign language program offers an extensive advanced sequence of courses in which few students can or do enroll;
- an effort is being made to balance an overload in a single class in the absence of additional staff; or
- the financial situation of the school necessitates using the teacher's services in another subject matter area.

It is, however, not recommended that combined classes be implemented below Level III. Due to the nature of the first two levels of instruction, it would be more difficult than in the upper levels to manage a combined class situation. Also some accreditation agencies, such as North Central, may have requirements which discourage this, especially in the beginning levels.

When this type of doubling up does become necessary, however, the teacher should be helped in devising coping strategies. The following may assist the teacher:

A. **Correspondence Study**

When only two or three students want to take an advanced course, the answer may lie in offering the students courses through correspondence such as those provided by the Independent Study Division of Indiana University's School of Continuing Studies.[5] In this instance the teacher may do any or all of the following: (1) permit the student(s) to be "attached" to another class in order to have a place and time to work, (2) offer occasional help and explanations, and (3) serve as a monitor for the tests.

B. **Independent Study**

Independent study experiences can be offered when there are only a few students enrolled for a course. In this case there must be a mutual understanding on the part of the teacher, the student(s) and the administration regarding:

1. the objectives of the course;
2. the activities which lead to attaining the objectives; and
3. the way in which evaluation is to take place and grades given.

The teacher may want to devise checklists or a "contract" explaining the steps a student should take in completing an assignment.

C. **Rotating Levels**

Latin teachers have long offered courses on a rotating basis, combining third- and fourth-year students and reading different authors in alternating years. One high school combines third- and fourth-year students in modern language courses by offering four semester courses, one each in conversation, composition, culture, and reading and literature. The teachers then differentiate assignments for students according to the level in which they are enrolled.

D. **Split-Period Approaches**

There are a variety of ways in which teachers can work with two classes in a single class period:

1. They may work two days with one level and three days with the other, reversing the procedure during alternate weeks and assigning meaningful, long-range projects on which each class works while the teacher is meeting with the other;
2. They may allow each level to work separately during portions of all class periods;
3. They may have the higher level make occasional presentations to the lower one, act as conversation leaders, and tutor the lower level on a one-to-one basis; and/or
4. They may lead both classes in the same activities but require different levels of response and performance.

E. **Mini-Courses**

Some high schools teach intermediate and advanced students in the same class periods with objectives and activities tailored to the student's level in a series of one-week mini-courses. The student chooses approximately half the topics he studies in a semi-individualized mode with heavy emphasis on small group work from a series of more than 25 choices; the remainder of the class time is devoted to teacher-selected and teacher-taught units.

What are the Competencies and Characteristics of an Effective Foreign Language Teacher?

Every foreign language teacher must have a command of the language she/he is teaching. It must be pointed out, however, that proficiency in the language alone will not necessarily result in effective teaching. A native speaker, for example, who does not understand the goals and processes of American education or who has not studied methods of teaching may not be effective in the classroom. The minimal competencies to be expected are the ability to:

1. define and develop goals and objectives for at least the first three levels of instruction;
2. develop a variety of classroom techniques, exercises, groupings and activities to achieve the goals and objectives defined;
3. develop discrete and global tests appropriate to the goals and objectives;
4. design promotional and recruitment materials to attract students to foreign language study;
5. integrate both formal and deep culture elements into the instructional and testing programs; and
6. manage a classroom effectively including both discipline and varied learning strategies.

In addition, membership in at least one professional foreign language association, attendance at at least one foreign language meeting annually, and participation in inservice workshops at least once every three years are highly desirable.

The other characteristics of the foreign language teacher are the same as those of any other effective classroom teacher.

What Kind of Support and Support Systems Do Foreign Language Teachers and Foreign Language Programs Require?

In order for a foreign language program to operate effectively, the normal support services basic to any program are necessary. There are, however, some unique aspects of a foreign language program which should be considered. It is desirable that the program be provided with materials that extend beyond the basic textbook, such as audio tape materials and audio equipment. Ideally these should be located in an electronic classroom or language laboratory. In addition, equipment to support the visual component of instruction should be provided, including overhead projectors, slides, films, filmstrip libraries, maps, pictures, and art work.

Another aspect of a foreign language program which may be unique is that of class scheduling. Because a great percentage of foreign language teachers are also teaching in some other areas of the curriculum, it is recommended that whenever possible foreign language classes be "blocked", i.e., offered in the morning, for example, to permit the teacher a "mind set" to think in the language and also to permit more efficient use of audio and visual components of the course. Foreign language teachers also need some consideration in the number of daily preparations they are assigned. A teacher with first, second, and third year foreign language offerings would, for example, be hard pressed to handle more than one additional preparation in another field such as mathematics, English, or social studies.

What Criteria Exist for the Evaluation of Foreign Language Programs?

Any general model of program evaluation could also be used to evaluate a foreign language program. However, many persons responsible for program evaluation are hesitant to approach the foreign language program in their schools because of their lack of knowledge of foreign languages or the unfamiliarity with the methodology of foreign language instruction. To avoid this kind of hesitancy on the part of persons responsible for program evaluation, some recommended strategies which will aid supervisors in foreign language program evaluation are outlined. A four-step program evaluation process specifically designed to evaluate foreign language programs is described below: [6]

Step 1: Identification of program goals and objectives

Goals and objectives for each program should be designed to meet the needs of the local schools and their students. Many schools already have foreign language curriculum guides which have been developed for their program and which include program goals and, in many cases, behavioral objectives. Examples of some general program objectives are listed below.

1. The student will understand the nature and functions of language.
2. The student will be able to read in a foreign language.
3. The student will be able to write in a foreign language.
4. The student will be able to communicate orally in a foreign language.
5. The student will value the culture of those who speak a native language foreign to his own.
6. The student will value the acquisition of language skills for vocational and avocational pursuits.

Step 2: Identification of program elements which could be evaluated to determine whether program goals and objectives are being met

Once program goals and objectives have been identified, it is necessary to identify the elements of the program which could be evaluated to determine if these elements are, indeed, contributing to the achievement of program goals. Listed below are examples of such program elements:

1. **Teacher Behavior**
   a. Use of the foreign language in the classroom
   b. Methods and approaches
   c. Classroom management
   d. Sensitivity to learner needs and preferences

2. **Learning Activities and Materials**
   a. Activities which encourage "communicative" use of the foreign language
   b. Activities which allow development of all four skills (listening, speaking, reading, and writing)
   c. Appropriate materials (textbook and supplementary) to support classroom activities
   d. Student evaluation materials (tests) which correspond to the content of the activities and instructional materials actually being used (instructional validity of the tests)

3. **Classroom Environment**
   a. The atmosphere of the classroom to promote student participation in foreign language communicative activities
   b. Student-centered activities in which all students may interact using the foreign language
   c. Flexibility and adaptability in classroom management to allow for a variety of activities to fit learner styles and needs

4. **Student Attitudes Toward Learning Activities**
   a. Informal interviews to determine students' interest and enthusiasm about foreign language learning
   b. Questionnaires and opinion polls to evaluate affective goals, especially those dealing with the process of foreign language learning
   c. Enrollment data on student retention

5. **Student Achievement**

   Valid and reliable instruments for both formative and summative evaluation

   a. Formative evaluation which corresponds to stated objectives and the content of instruction
   b. Summative evaluation which will reflect equitably overall achievement on all aspects of foreign language learning accomplished in foreign language classes
   c. College placement information

Step 3: Evaluation of program elements to determine whether program goals and objectives are met

Once program elements have been identified, procedures must be developed to evaluate these elements. Described below for each program element listed in Step 2 are suggested procedures and examples of instruments that could be used to evaluate them.

1. **Teacher Behavior**

Teacher behavior can be evaluated generally through classroom observation utilizing checklists which are based on the program goals for use by supervisors, students and also for teacher self-evaluation, such as the checklist below:

FOREIGN LANGUAGE TEACHER SELF-EVALUATION

A LOOK IN THE MIRROR

- Are my students sufficiently interested in continuing the foreign language next year?
- Have I geared part of the foreign language program to what the students want to say?
- Have the pictures, books and duplicated materials been effective *and* of interest to my students?
- Do students express satisfaction with the foreign language program?
- Do parents express satisfaction with the foreign language program?
- Have I joined at least one professional foreign language organization?
- Have I attended at least one professional foreign language meeting this year?
- Have I provided a functional outlet for foreign language study, such as pen pals, tape pals, a foreign language magazine, assembly programs, etc.?
- Have my students gained in knowledge and understanding of the foreign people and their way of life?
- Have my students improved their English language skills as a result of studying a foreign language?

Foreign Language Intercom
November 1978

2. **Learning Activities and Materials**

Classroom observations and student evaluations can be utilized to evaluate this program element, especially in the area of learning activities. Below is an example of a student evaluation form.

STUDENT EVALUATION FORM

Developed by Jan Hofts
John Marshall High School
Indianapolis

Put a ✓ in the appropriate box.	Yes	Sometimes	No
I. TEACHER			
A. available for help.			
B. pleasant, friendly.			
C. organized.			
D. using a variety of activities.			
E. wasting too much class time.			
F. too easy in dicipline.			
II. GRADES AND WORK			
A. Too much homework was assigned.			
B. Tests were too long.			
C. Grades were fair.			
D. Objectives for tests were helpful and clear.			
E. Homework and tests were returned promptly.			
III. CLASS ATMOSPHERE			
A. relaxed.			
B. interesting.			
C. attractive.			
IV. YOU			
A. worked hard.			
B. looked forward to coming to this class every day.			
C. learned more than you thought you would.			
D. will remember learning French as a good experience.			
V. COMMENTS			

In the area of materials, checklists for the evaluation of textbooks and supplementary materials are available from this Department and from other sources in the professional literature.

3. **Classroom Environment**

This element is best evaluated through classroom observations by both supervisors and students. The checklists below, "Evaluation of the Teacher" and "What Do *Your* Students Say About Their Learning Environment?" are especially useful for evaluating this element.

EVALUATION OF TEACHER — OBSERVER CHECKLIST

Developed by
Bloomington High School, South
Bloomington, Indiana

Check the appropriate box. Underline strong points. Circle weak points.

	Superior	Average	Inferior
Knowledge of subject matter:			
1. Knows grammar and structure in the language.	☐	☐	☐
2. Knows everyday culture of the language.	☐	☐	☐
3. Is reasonably fluent in the language.	☐	☐	☐
Instructional capacities:			
4. Makes interesting plans for teaching; provides variety in lesson plans	☐	☐	☐
5. Achieves wide pupil participation; has good balance between teacher-pupil activities	☐	☐	☐
6. Tests are fair; tested what was taught in class	☐	☐	☐
Personal/professional qualities:			
7. Classroom personality; is alert, has sense of humor, exercises self control	☐	☐	☐
8. Is friendly, understanding and helpful; has ability to get along with others; is courteous and tactful; is interested in pupils	☐	☐	☐
9. Is punctual; has no excessive absence	☐	☐	☐
10. Presents ideas simply and clearly; most of the class understands	☐	☐	☐
11. Voice; is clear and distinct; is easy to understand; free from irritating mannerisms	☐	☐	☐
Discipline:			
12. Maintains good discipline in the classroom; classes generally well-controlled	☐	☐	☐
13. Teacher expects students to be reasonably courteous to each other	☐	☐	☐
14. All students are treated equally	☐	☐	☐

OTHER COMMENTS

WHAT DO *YOUR* STUDENTS SAY ABOUT THEIR LEARNING ENVIRONMENT?

Anthony Papalia. "*Quo Vadis*? or Directions in Foreign Language Instruction." *The Language Association Bulletin* of The New York State Association of Foreign Language Teachers, Volume XXIX, Number 1 (September 1977): page 16.

Please mark each statement in the blank according to how frequently the activity was used in your class.

1 — very often; 2 — often; 3 — occasionally; 4 — rarely; 5 — never.

_____ I worked in small groups.
_____ I worked in pairs.
_____ I worked alone.
_____ I was helped individually or in small groups by the teacher.
_____ I received assistance from another student.
_____ The teacher expected the whole class to work at the same rate.

_____ I was slowed down by the pace of the class.
_____ I was pushed by the pace of the class.
_____ I had the opportunity to take a test over until I passed it.
_____ I had the opportunity to suggest language activities for me to do in class.

_____ I was able to practice the language with my peers.
_____ I was able to use the language in conversational groups to express my thoughts.
_____ The teacher accepted our feelings and used our ideas in preparing classroom activities.

4. **Student Attitudes Toward Learning Activities**

This element requires student input. The student evaluation form is one example of an instrument which could provide student input for this program element. Other attitude questionnaires are available in the professional literature (see Appendix A). An indirect method of evaluating this program element can be through an analysis of enrollment data, especially in the area of student retention. High levels of retention between semesters and between years in a foreign language program could indicate positive attitudes on the part of the students toward the foreign language program.

5. **Student Achievement**

Various means of evaluating student achievement are used by teachers, including teacher-made quizzes and tests. In addition, many textbooks include published tests which accompany the text materials. These types of testing instruments are especially appropriate for formative evaluation, if they are determined to meet the basic criteria for validity and reliability. Most teachers also prepare their own instruments for summative evaluation or use published tests accompanying their basic text materials. Although published standardized, norm-referenced tests are available, their use is not recommended for the final evaluation in a course, especially if these tests serve as only one component of the formative evaluation of the foreign language program. As Omaggio[7] points out: "There is usually a lack of congruence between the content of the norm-referenced measure and local program goals; there is a tendency for such tests to exclude items with low discriminability. That is, norm-referenced tests eliminate items on which most students succeed, yet these may be the very items with the greatest relevance to stated program goals... Because of these factors, norm-referenced tests are relatively insensitive to instruction, and therefore not suited for the purpose of evaluating programs." However, Omaggio goes on to say that "there are arguments for using norm-referenced tests in summative evaluation..." Such tests are usually easy to administer and, of course, do not require any developmental time on the part of the teacher. They will give some indication of how the students of a particular program "measure up" to other students who have taken the same test throughout the country. But it should be emphasized that such a test should never be the sole criterion on which a single course or a student's performance is evaluated.

The validity of the student evaluation instruments being used can be checked by assessing whether there is a direct relationship between the objectives of the course, the content of instruction, the text materials used, and the testing instruments employed for student evaluation.

An indirect method of assessing student achievement for students who go on to college is to request from colleges and universities placement data on those students. Most colleges administer foreign language placement tests to determine the foreign language course levels in which to place the students. Information on college placement can be an indicator of local foreign language program success, but should be used cautiously and only as one element of evaluation since the goals of university programs may not necessarily correspond with the goals and objectives of a school program.

Step 4: Compare Evaluation Results with Desired Outcomes

Once the evaluation process as outlined in Step 3 has been accomplished and data has been collected, it is necessary to determine whether the information gathered matches the desired outcomes of the program. The purpose of this step is to isolate those outcomes which support the program from the discrepancies and to suggest ways which will eliminate those discrepancies for the improvement of the total program.

NOTES

1. *Strength Through Wisdom*, A Report to the President from the President's Commission on Foreign Language and International Studies (November 1979), p. 6.
2. Ibid., p. 6.
3. Pimsleur, Paul, "Testing Foreign Language Learning," *Trends in Language Teaching*, ed. by Albert Valdman (McGraw-Hill Book Company, 1966).
4. Strasheim, Lorraine A., *Foreign Language Programs: Reaching Toward the Twenty-First Century*. (Presentation to the President's Commission on Foreign Language and International Studies, Chicago Regional Hearing, 1978.)
5. For more information on how students can earn high school credit through correspondence at I.U., contact: Independent Study Division, Indiana University, Owen Hall 001, Bloomington, Indiana 47405, (Toll Free): 1-800-822-4792.
6. An adaptation of a model by Omaggio in *The ACTFL Foreign Language Series*, Volume 10, *Building on Experiences — Building for Success*, ed. by June K. Philips, (Skokie, ILL.: National Textbook Company, 1979).
7. Ibid., pp. 258-259.

Appendix A

A Selected List of Evaluation Checklists

These checklists relate to various aspects of foreign language programs. They car serve as resources for teachers designing program evaluation instruments.

Baker, Reid. *North Central Association Evaluation Team: FL Subcommittee.* Ohio State Education Department, Columbus, OH (Mimeo.)

Becker, James. *Evaluative Criteria for Foreign Language Programs.* Malcolm Price Lab School, Cedar Rapids, IA (Mimeo.)

Clapper, William. *Foreign Language Teacher Evaluation Sheet.* Roanoke County Schools, Roanoke, VA (Mimeo.)

Crosbie, Keith. *Washington State FL Program Evaluation.* State Department of Public Instruction, Olympia, WA (Mimeo.)

Danner, Richard. *Self-Evaluation of FL Programs in Ohio* (SEFL). Articulation and Curriculum Committee of OMLTA, 1977. (Mimeo.)

Eddy, Peter A. *Characteristics of a Good FL Program.* Western Workshop for Language Teachers, Bellingham, WA (Mimeo.)

Evaluation Criteria, 5th ed. National Study of School Evaluation. Arlington VA, 1978.

Grittner, Frank. *Checklist for Analyzing Interaction in the Second Language Class.* Madison, WI (Mimeo.)

Hayes, Alfred S.; Lambert, Wallace E.; and Tucker, G. Richard. "Evaluation of Foreign Language Teaching." *Foreign Language Annals* 1 (1967): 22-44.

"Minimal Competencies of Foreign Language Teachers." *Language Association Bulletin* (March 1978): 10-16.

Papalia, Anthony. "Evaluation Instruction in the FL Classroom: A Guide for Department Chairmen." State University of New York, Buffalo Faculty of Educational Studies, 1975. (EDRS: ED 098 830.)

Program Criteria: Foreign Languages. Division of Program Development, Kentucky Department of Education, Frankfort, KY, 1976.

Secondary School Self-Evaluation Manual. Division of Curriculum, Department of Educational and Cultural Services, Augusta, ME, 1977.

The State Education Department Cooperative Review Service Guidelines Foreign Languages. New York State Education Department, Albany, 1971. (Mimeo.)

Appendix B

Published Norm-Referenced Tests

Aptitude Tests

Carroll-Sapon Language Aptitude Test
A prognostic test for English-speaking ninth graders to adults that measures such skills as learning by rote, sound-symbol association, and auditory memory and alertness. . .produced by

The Psychological Corporation
304 East 45th Street
New York, NY 10017

Pimsleur Language Aptitude Battery
A prognostic test for English-speaking sixth to twelfth graders that predicts success by grades received in academic subjects, interest in second languages, English vocabulary, and abilities in logical reasoning and sound discrimination. . .produced by

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Achievement Tests

Common Concepts Foreign Language Test
An achievement test evaluating listening skills. . .available in English, French, German, Spanish. . .produced by

California Test Bureau
Del Monte Research Park
Monterey, CA 93940

MLA Cooperative Foreign Language Tests
An achievement test evaluating listening, speaking, reading and writing skills. . .available in French, German, Italian, Russian, Spanish. . .produced by

Educational Testing Service
Princeton, NJ 08540

Pimsleur Modern Foreign Language Proficiency Test
An achievement test evaluating skills in listening, speaking, reading and writing. . .available in French, German, Spanish. . .produced by

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Cooperative French Listening Comprehension Test
Evaluates French listening skills ranging from phonemic description to comprehension of passages. . .produced by

Educational Testing Service
Princeton, NJ 08540

College Board Achievement Test
A multiple-choice test. . .available in French, German, Hebrew, Russian, Spanish. . .produced by

Educational Testing Service
Princeton, NJ 08540

College Board Supplementary Achievement Test

A listening comprehension test available in French, German, Russian, Spanish. . .a listening comprehension, reading and writing test is available in Italian. . .produced by

Educational Testing Service
Princeton, NJ 08540

College Board Advanced Placement Test

A listening, reading and writing test for students in specialized language courses. . .specific works of literature to be covered are announced at the beginning of each school year. . .available in French, German, Latin, Spanish. . .produced by

Educational Testing Service
Princeton, NJ 08540

Test of English as a Second Language. . .produced by

Educational Testing Service
Pinceton, NJ 08540

Copies of the New York State Regents Exams, to be used as placement tests or for review, may be ordered in French, Italian, Latin and Spanish from

Barron's Educational Series, Inc.
113 Crossways Drive
Woodbury, NY 11797

The foreign language teacher professional organizations (AATF, AATG, etc.) sponsor annual competitive exams, some with prizes for top scores. Contact your organization for information.